# Carl Perkins Act (CPA) Grant Overview and Changes FY 2018-19

# **WISEgrants**

Christine Lenske, Grant Specialist Mark Rudman, Accountant Federal Funding Conference 2018



# **Agenda**

- I. Introductions
- II. Overview Carl Perkins Career and Technical Education Act IV of 2006
- III. FY2019 Application Process/WISEgrants Portal
- IV. Q&A



- Last reauthorization was in 2006
- Continues to operate according to 2006 rules until new reauthorization occurs



**Career and Technical Education**(CTE) programs prepare students for a wide range of careers that reflect the contemporary workplace.





### Purpose (of the Act):

Provided for the overall improvement of CTE programs with an increased focus on:

- academic achievement;
- <u>connections</u> between secondary and postsecondary;
- <u>accountability</u> (state and local).





- The Dept of Education allocates funds to the Wisconsin Technical College Board
- The Wisconsin Technical College Board allocated funds to DPI



- Formula allocation based on 70% poverty & 30% NCES
- Minimum allocation (federal) requirement for grant recipients: \$15,001
- Limit of 5% on Administration costs



97% of Wisconsin school districts participate

73 Applicants in 2017

- 49 Single district
- 24 Consortia



#### **Consortia**

- Grant and program managed by fiscal agent.
- Member funding is pooled
- Districts enter into a consortium agreement through a 66.03 Agreement or Contract for a CESA Services Agreement.



### **Consortia**

**Fiscal Agent Guidelines** 

https://dpi.wi.gov/sfs/finances/fund-info/package-cooperative-

<u>funds</u>



### Allowed spending determined by:

- Education Department General Administration Regulations (EDGAR)
- Federal Uniform Grant Guidance (UGG)
- Carl Perkins Act IV / Wisconsin State Plan

WI Uniform Financial Accounting Requirements (WUFAR)



### Allowed spending determined by CPA IV/State Plan

- Targeted to <u>development</u>, <u>implementation</u>, <u>or refinement</u> of CTE Programs of Study (POS) as indicated in CPA application.
- Target <u>Required</u> activities.
- Supplement non-Federal funds used for CTE programs and activities.
- Expenditure is for students in grades 7 or higher.



### **Program of Study (POS)**

- Incorporates secondary education with postsecondary education elements;
- Aligns secondary coursework with postsecondary to adequately prepare students to succeed in postsecondary;





- Includes coherent and rigorous content aligned with challenging academics
- May include the opportunity for students to participate in programs to acquire postsecondary credits; and





 May include coursework leading to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.



### **Use of Funds: Required Activities (CPA IV SEC 135)**

- Strengthen the academic and CTE skills for students participating in CTE programs through course integration and coherent sequence of courses;
- 2. Link secondary CTE with postsecondary, through implementation of POS;
- 3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning;



### continued... Use of funds Required Activities

- 4. Develop, improve or expand use of technology in CTE, including training for students and teachers; providing students with the skills needed to enter technology fields; and provide internships and mentoring to improve math/science knowledge;
- 5. Professional development for teachers, administrators and school counselors on effective integration, parental and community involvement, use of research and data, teaching skills, current industry standards and effective use of technology in education;



### Continued..... Use of funds Required Activities

- 6. Implement evaluations of the CTE programs carried out with Perkins funds including assessment of how needs of special populations are being met;
- 7. Improving CTE courses, including the development of POS (related to high-skill, high-wage or high demand occupations) and dual or concurrent enrollment opportunities;
- 8. Information on CTE careers and accessing postsecondary education;



### **Use of Funds: Permissible Activities (Sec 135)**

- Initiate, improve, expand and modernize quality CTE programs and skill achievement, including relevant technology;
- Business and industry partnerships, including work experiences for students, teaching and adjunct faculty arrangements for qualified professionals;
- Leasing, purchasing, upgrading or adapting equipment/instructional aids and publications designed to strengthen and support academic and technical skill achievement;



#### continued.... Use of Funds: Permissible Activities

- Training and support for students related to NTO;
- Providing programs specifically for special populations;
- Mentoring and support services;
- Provide support for family and consumer science and automotive programs;
- Teacher preparation focusing on integration of academics to assist those with experience in business and industry become CTE teachers;
- Other CTE activities consistent with the purpose of the Act.



## Why WISEgrants?

- New technology manages grants more efficiently;
- Grant management for federally funded programs;
- Carl Perkins Application has been modified to conform to WISEgrants functionality while insuring fed. and state requirements.



#### What will be different?

- Very limited use of spreadsheets
- Easy communication, access, editing and review functionality
- POS narrative
- Use of narrative fields to describe aspects of program
- "Required Use of Funds" requirement within the budget

#### What part of application will be the same?

- Detailed budget information
- Non-Compliance with Core Performance Indicators form



#### **WISEgrants ACCESS for Users**

- WAMS Account: <a href="https://on.wisconsin.gov/WAMS/home">https://on.wisconsin.gov/WAMS/home</a>
- Select "Self Registration"

#### I have a WAMS ID now what?

Contact "Application Administrator" (from district/agency) to obtain permission to access WISEgrants/Carl Perkins application <a href="https://apps2.dpi.wi.gov/ldsutil/admin/">https://apps2.dpi.wi.gov/ldsutil/admin/</a>



Landing Page – Users can maneuver through the system by using the hyperlinks or drop down menus; access to grants given by administrator.

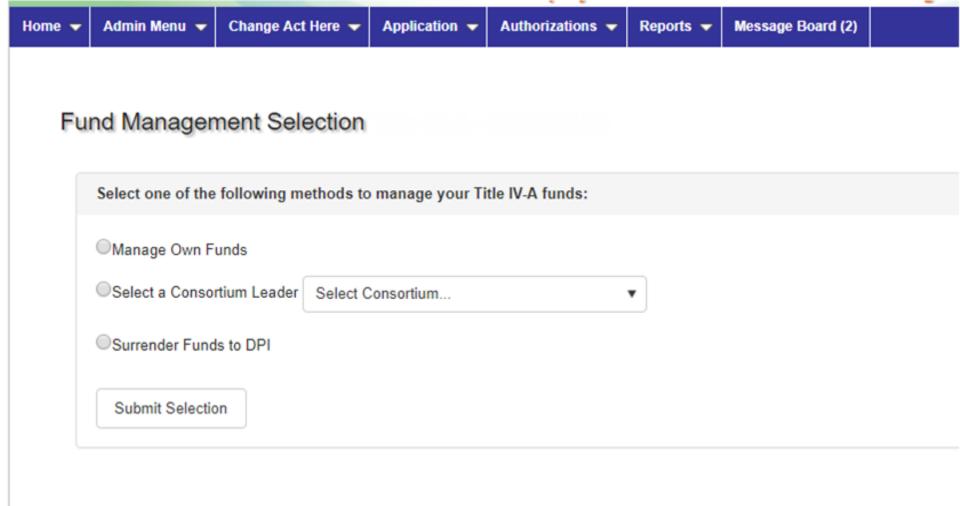
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<u>Messages</u>

Wisconsin Dells School District - Grant Summary

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Grant	Allocation Amount	Carryover Amount	Fund Management Selection
IDEA - Flow-through	\$368,952.00	\$151,564.65	Self
IDEA - Preschool	\$16,487.00	\$663.27	Self
Title I-A	\$360,751.00	\$37,483.91	Self
Title II-A	\$55,421.00	\$0.00	Self
Title III-A	\$22,886.00	\$3,000.00	Self



Users who have been identified as "District Authorizers" by the WISEgrants administrator(s) will go to a single location to access and sign off on federal grant assurances, verifications, and claims for federal funds.

ocuments To Be Authorized

0		Drag a column header and drop it here to group by that column				
Grant 🐨	Document Name	Parent Document				
	IDEA Assurances	IDEA Part B Certificates and Assurances	Authorize Document			
	Certification - Lobbying	IDEA Part B Certificates and Assurances	Authorize Document			
	Certification - Debarment	IDEA Part B Certificates and Assurances	Authorize Document			
	IDEA Specific Assurances	IDEA Part B Certificates and Assurances	Authorize Document			
	ESEA Assurances	ESEA Certifications and Assurances	Authorize Document			
	ESEA Debarment	ESEA Certifications and Assurances	Authorize Document			
	ESEA Lobbying	ESEA Certifications and Assurances	Authorize Document			
	Grant 👽	IDEA Assurances  Certification - Lobbying  Certification - Debarment  IDEA Specific Assurances  ESEA Assurances  ESEA Debarment	IDEA Part B Certificates and Assurances  Certification - Lobbying  IDEA Part B Certificates and Assurances  Certification - Debarment  IDEA Part B Certificates and Assurances  IDEA Specific Assurances  IDEA Part B Certificates and Assurances  ESEA Assurances  ESEA Certifications and Assurances  ESEA Debarment  ESEA Certifications and Assurances			

# SFY 2018-19 CPA IV WISEgrants Application

**Section I: CTE Programming Narrative Questions** 

**Section II: Programs of Study (POS) Narrative Questions** 

**Section III: Budget** 

**Section IV: Non-compliance with Performance Indicators** 



#### **Section I**

CTE Program Narrative Questions: Description of how CTE programs will be carried out during funding period with funds received:

Describe how professional development related to integration of coherent and rigorous content aligned with challenging academic standards and relevant Career and Technical Education will be provided to teachers, administrators and school counselors.

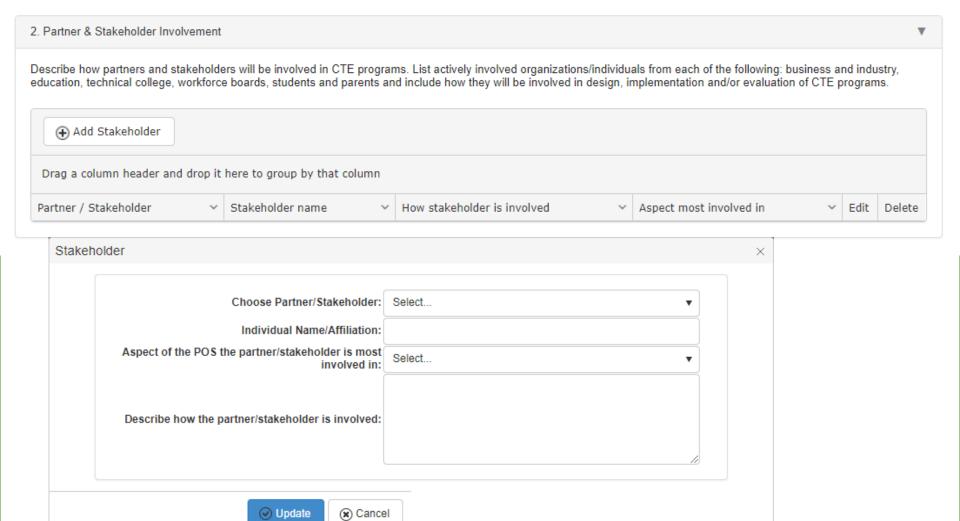


#### **Section I**

Describe how a wide variety of stakeholders/partners will be involved in CTE programs. <u>List actively involved</u> organizations (groups from business and industry; education; technical college; workforce boards; students and parents) and include how they will be involved in design, implementation and evaluation of your CTE programs.

How are partners/stakeholders informed of CTE and POS offerings (likely to be a drop down - choose top 1-3 strategies you utilize)





#### **Section I**

Describe how CTE students will be encouraged to enroll in rigorous and challenging courses in core academic subjects.

Strategies for addressing barriers related to Special Populations (SP):

- a. Describe how barriers related to access and success of SP will be identified and addressed (include strategies related to engagement in high-skill, high-wage and high-demand occupations).
- b. Describe how students who are members of SP will not be intentionally or unintentionally discriminated against based on their status of SP.



#### **Section I**

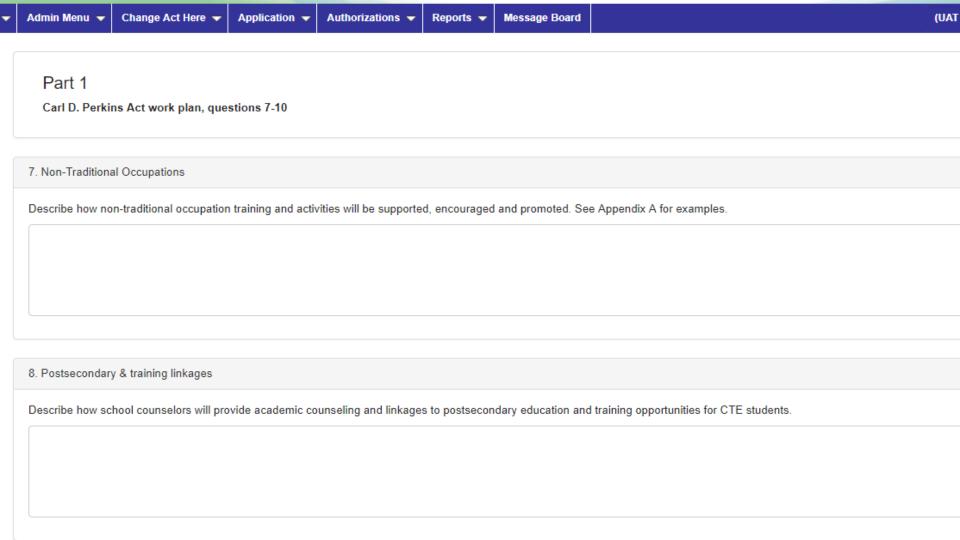
Describe how Non-Traditional Occupation training and activities will be supported, encouraged and promoted.

Describe how school counselors will provide linkages to postsecondary education and training opportunities for all students.

Describe planned strategies/efforts to recruit and retain CTE teachers and facilitate the transition to teaching from business and industry.

Indicate 1-3 evaluation methods that will be used by your agency to evaluate and improve POS and CTE programs annually.





9. Recruiting & training CTE teachers	
Describe planned strategies/efforts to recruit and retain CTE teachers and facilitate the transition to teaching	from business and industry.
10. Program Evaluation	
	DO LOTE II
Choose 1-3 evaluation methods that will be used by your agency to evaluate and improve performance of PC	IS and CTE programs annually
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Evaluation methods    Scores on Performance Indicators	s and CTE programs annually
Evaluation methods    Scores on Performance Indicators   Increased # of youth apprenticeships	s and CTE programs annually
Evaluation methods    Scores on Performance Indicators   Increased # of youth apprenticeships   Increased # of articulation agreements	s and CTE programs annually
Evaluation methods    Scores on Performance Indicators   Increased # of youth apprenticeships   Increased # of articulation agreements   Increased # of students participating in dual enrollment/postsecondary programs	
Evaluation methods    Scores on Performance Indicators   Increased # of youth apprenticeships   Increased # of articulation agreements   Increased # of students participating in dual enrollment/postsecondary programs   Increased # of students who transition to IHE or career	Page 3
Evaluation methods    Scores on Performance Indicators   Increased # of youth apprenticeships   Increased # of articulation agreements   Increased # of students participating in dual enrollment/postsecondary programs   Increased # of students who transition to IHE or career   Increased NTO participation	

#### **Section II**

### **Program of Study (POS) Narrative**

Grant recipients must have in place <u>at least one</u> POS implemented as a result of a local needs assessment.

- Detailed <u>narrative</u> identifying and confirming one Program Of Study in <u>implementation or refinement</u> stage.
- Guide to Implementing POS:

https://dpi.wi.gov/cte/career-development/programs-of-study



### **Section II**

#### **Consortia**

Consortia must identify as many POS as needed to reflect that all members are actively engaging in at least one POS related to:

- Development
- Implementation or
- Refinement



	Part 2
	Carl D. Perkins Act work plan, question 11
ı	Instructions
,	All CPA grant recipients (LEA/consortia) must have in place at least one Program of Study (POS) implemented that is rooted in a pathway as a result of a local needs assessment including Labor Market Information (L

Select Programs of Study

Design/Pre-Construction
Maintenance/Operations

Select...

**Business Management and Administration** 

and economic development needs. As a result, collaborative partnerships have already been developed with industry leaders and postsecondary partners. The POS selected must be clearly "in process" (operational) for rubric elements for Implementation or Refinement of the POS during the grant period. The POS selected must not have any elements in Development stage at the time of application.

Consortia only: identify as many programs of study as needed (answering the questions below) to reflect each member's involvement in POS development, implementation or refinement.

Agriculture, Food and Natural Resources  Select					
Architectu	re and Const	ruction			
Architectu	re and Const	ruction			

#### **Section II**

### Narrative for (each) POS Identified

- Describe how the POS is connected to relevant CTE content in a coordinated, non-duplicative progression of courses, including <u>examples</u> of <u>alignment</u> to postsecondary education.
- Describe how the academic skills of students are strengthened through the same coherent and rigorous content and standards as are taught to other students. <u>Include overview of policies</u>, <u>process or requirements</u> that are being implemented related to the POS.



### **Section II**

#### Narrative for (each) POS Identified

- Describe the activities or process by which students are provided strong experiences in, and understanding <u>all</u> aspects of the POS (examples).
- <u>List</u> opportunities provided for students to participate in dual or concurrent enrollment programs, industry-recognized credentials/certificates or list course articulation agreements that are in place for the POS or will be in place by end of grant period, including the name of the postsecondary institution(s)



### **Section III: Budget with Detail**

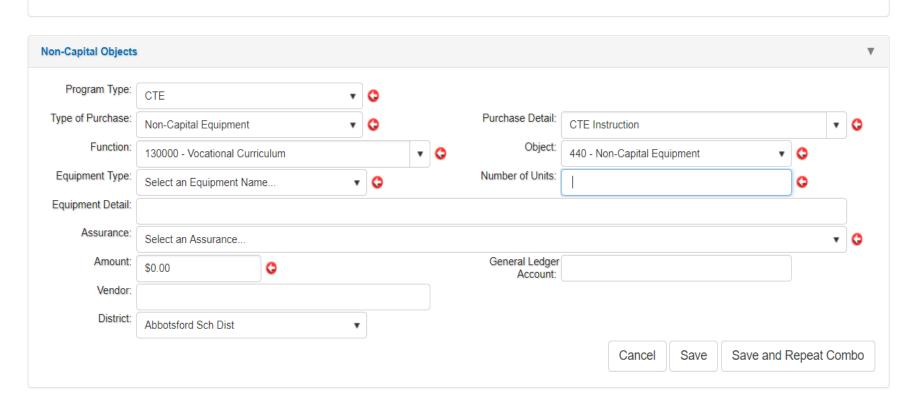
- 1. Item
- 2. Cost
- 3. How many/number purchased
- 4. POS
- 5. Rationale (CPA required activity)
- 6. Additional detail (as required)
- Consortia member district



#### Carl Perkins CTE Budget - All Schools

#### Non-Capital Objects

Submission Non-Capital Objects Indirect View All Sections



## NEW!!

Federally **required** uses of funds (activities) must be identified within the budget **or** validate that other funds are being used for the required activity



### **Budget Modification Requirements**

- You may claim for over the amount of a budgeted line item, as long as the amount is less than 10% of the approved budget and is within the approved total budgeted amount.
- There will be a pop-up that notification stating that the claim cannot be made until the budget is changed and approved.



#### **SECTION IV**

### **Non-Compliance with Performance Indicators Requirement**

If district fails to meet at least 90 % of the required performance indicator, a performance improvement plan must be developed as part of the application to be implemented during the grant year.



### Performance Indicator Worksheet

Instructions				
instructions here				
Upload Document	Deny			
Document Name	Status	Reviewed by	Edit	Delete

### Migration to WISEgrants Planning Considerations

- 1. Determine who should have access to WISEgrants Portal to complete/manage application, assurances and budget.
- 2. Obtain WAMS ID and access via agency Application Administrator
- 3. Review application fields (questions) in advance
- 4. Discuss application requirements with stakeholders
- 5. Itemized/detailed budget planning
- 6. Participate in WISEgrants training and tech assist opportunities
- 7. Check DPI Carl Perkins Application website weekly for updates



**FY2019 CPA Application Timeline** 

Training opportunities available (on-line)

5	Y 2018-2019 WISEgrants Application

Application becomes available

Applications due

Fiscal Year Begins

Applications reviewed

March 1

March

April 30, 2018

July 1, 2018

April 1- May 30, 2018

Link to webpage w/timeline and other updates

**Carl Perkins Application | Wisconsin** 

**Department of Public Instruction** 



#### **Contacts**

#### Carl Perkins IV grant: Application, End of the Year Reports

Christine Lenske, CTE Grant Specialist, <a href="mailto:Christine.Lenske@dpi.wi.gov">Christine.Lenske@dpi.wi.gov</a>

#### **Claims**

Mark Rudman, Accountant, School Management Services, <u>markrundman@dpi.wi.gov</u>

#### Data: Follow-up Population Report (May 15) and CER (June 15)

Mai Choua Thao, Specialist, CTE, MaiChoua.Thao@dpi.wi.gov

